Early Childhood, Elementary, and Middle Level Education Department
MLE 4760: Student-Social/Emotional Development in the Middle Grades

Summer 2013

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Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

Course Description:
Instruction and planning in exploratory and teacher-based advisor-advisee programs.

Prerequisites & Concurrent Enrollment:
MLE 3110 or equivalent or permission of Department Chairperson. Concurrent enrollment with the MLE 3150 and MLE 4280 desired. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose:
- Provide a psychological basis for working with middle level students.
- Offer individual and small group advisory techniques.
- Plan a unit for an advisory-advisee program.
- Model strategies for student ownership of school and classroom tasks promoting responsible behavior of students.

Course Textbooks:
Feldman, R. (2008). *Adolescence.* (4th ed.). Upper Saddle, NJ: Pearson.

Galassi, J., Gulledge, S., & Cox, N. (1998). *Advisor, advisory: Definitions, descriptions, decisions, directions.* Westerville, OH: National Middle School Association.

Teaching Model:
The Information-Processing Models
- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community
- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Dispositions:
Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned

Outcomes specific to MLE 4760
- The student will understand the models for the advisor-advisee programs within the middle school context.
- The student will offer alternative designs for middle school programs.
- The student will provide classroom management strategies in a middle-level setting.
- The student will demonstrate a knowledge of higher-order, critical thinking, and creativity.
- The student will provide ideas for middle school students to participate in community/service related activities.
- The student will demonstrate a knowledge of cultural diversity and provide curriculum for special needs children.

- The student will demonstrate knowledge on how to create an atmosphere where middle level students become adept in using technology for learning
- The student will understand the problems common to the middle level student (puberty, divorce, sexual identity, drugs, gangs, violence, anorexia, bulimia, pregnancy, suicide, etc.).

Standards
Course Requirements and Demonstrated Competencies are Aligned with the Standards:

- ***Illinois Professional Teaching Standards: (IPTS):*** http://www.isbe,net/profprep/CASCDvr/pdfs/24100_ipts.pdf
- ***Illinois Core Technology Standards: (ICTS):*** http://www.isbe,net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf
- ***Illinois Core Language Arts Standards (ICLAS):*** http://www.isbe,net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf
- ***Association for Childhood Education International (ACEI):*** http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Course Requirement	Demonstrated Competencies	Aligned Standards
Article Review	Performance includes analyzing professional articles and their implication to the teaching profession. Students' writings will be evaluated by a rubric.	IPTS *2, 7* ICTS *1A, 2A, 2E, 5B, 7* ICLAS *1, 2, 3, 5* ACEI *3.1, 3.3, 3.5* Dispositions: EC, SDE, PEP
Current Event	Performance includes analyzing current information as presented by the media and their influence on education.	IPTS *2, 7, 11* ICTS *2E, 4, 7* ICLAS *1, 2, 3, 4, 5* ACEI *3.1, 3.5* Dispositions: EC, SDE, IWS
Technology Integration	Search for article, email, navigate the internet, (possible use of WebCT), etc.	IPTS *2,7* ICTS *1A, 2A, 2E, 4* ICLAS *3, 5* ACEI *3.5* Dispositions: EC, PEP, PTSL
Tests (Assessments)	The student will demonstrate their content knowledge of the social and emotional development of the middle school child by completing assessment tools.	IPTS *2, 7, 11* ICTS *1, 7, 11* ICLAS *4.5* ACEI *3.1, 3.5* Dispositions: EC, PEP
Abstract/Reference	The students will create an abstract of their Problem Paper and have a list of all references to share with the students.	IPTS *1,2,3* ICTS *2A, 2B, 2F* ICLAS *1B, 1C, 2A, 2B* ACEI *1, 2.8, 3.2* Dispositions: EC, SDE, PEP, IWS
Advisory Unit	The student demonstrates knowledge by a group project with group presentation on a unit of study for the advisory class.	IPTS *1, 2, 3, 4, 5, 6, 7, 8, 9* ICTS *3A, 3F, 6A, 6B, 6C, 6D* ICLAS *1B, 1C, 2A, 2B* ACEI *1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5.4* Dispositions: EC, SDE, PEP
Problem Paper	The student will develop a richer awareness and better	IPTS *1, 2, 3*

	understanding of middle school children and their own common and unique problems.	ICTS *2A, 2B, 2F* ICLAS *1B, 1C, 1G, 2B, 2E* ACEI *1, 2.8, 3.2* Dispositions: EC, SDE, PEP, IWS
Advance Teaming at the middle level	Students will practice teaming strategies with an emphasis on conflict resolution and performance levels of teams according to various reading sources.	IPTS *9, 10, 11* ACEI *2A, 5.1* ICTS *1A,B,F* ICLAS *1C, F, 2A, B, E, F,* Dispositions: EC, SDE, PEP, IWS, PTSL
Participation	Performance includes presence and contribution during class meetings and support of peer classmates.	IPTS, 2, 7,11 ICTS 11 ICLES 4.5 ACEI 3.1, 3.5 Dispositions: EC, SDE, PEP, IWS
Chapter Review/Outline	Students will present orally/handout chapters of the text.	IPTS *1, 2, 3* ICTS *2A, 2B, 2F* ICLAS *1B, 1C, 2A, 2B* ACEI *1, 2.8, 3.2* Disposition: EC, SDE, PEP, IWS, PTSL

Graduate Students: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be to expand the problem paper to include at least ***12*** pages with ***15*** sources. The nature of this assignment may vary and will be determined after consultation between the individual student and the professor.

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Article Review	Select one current (2008 -) articles to research regarding any component of childhood and early adolescent development.	25	5%
Current Event	Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class	10	2%
Problem Paper	Write a paper on a selected topic and present to the class.	100	20%
Participation	Participation in class discussions on a regular basis is expected.	50	10%
Tests and/or Quizzes	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	115	24%
Abstract/Reference	Create a handout to share with all students.	15	3%

Advisory Unit	Prepare an Advisory Unit for 3 to 4 weeks.	100	20%
Video Reactions	Write a reaction of the video presented in class.	30	7%
Paper Presentation	You will present your Problem Paper in a poster during a poster session	30	7%
Chapter Review/Outline	Students will present orally/handout chapters of the text.	10	2%

Academic Integrity: "The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217/581-6696, or go to 9th Street Hall, Room 1302.

Course Requirements and Evaluation:

* One short paper	25
* Current Event	10
* Video reviews	30
* Test	100
* Paper (on an adolescent problem)	100
* Abstract with references	15
* Creative poster presentation of Problem Paper	30
* Group Advisory Unit	100
* Chapter Outline Presentation/Handout	10
* Participation	50
* Final Exam	15
Total	**485**

Extra credit:
A maximum of **20** bonus points can be earned. (See professor for details.)

Late Work Policy:
Due dates will be set for all assignments, **one point** shall be deducted for each calendar day that a paper or project is late. A **10%** deduction will be assessed on all tests ***not*** taken on the assigned test day. That means tests taken early **or** late. No work will be accepted after the last class day. NO EXCEPTIONS!

Grade Scale:

Scale:	Points:
100 – 92 = A	485 - 446 = A
91 – 82 = B	445 - 398= B
81 – 72 = C	397 - 349 = C
71 – 65 = D	348 - 315 = D
Below 65 = F	Below 315 = F

Tentative Due Dates:
Article Review……..TBA
Current Event……TBA
Problem Paper……..TBA
Poster Session……...07/16, 07/17, and 07/18/13
Video Reactions……TBA
Test……...TBA
Advisory Unit……...TBA
Final Exam……...Friday, July 19, 2013 @ 9:30 a.m.

Assignments:
Journal Reviews:
Locate an article about advisory, exploratory, and/or academic enrichment in the middle school. The review will be a minimum of one to two typewritten pages (double-spaced) and presented orally to the class. Please submit a copy of the article with the review.
a. Type the complete citation using APA style, at the top of page one.
b. Write a succinct summary of the content of the article.
c. Write your reaction to the article.
d. Quality – grammar, spelling, punctuation, page length, etc.
Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle School Journal. If you use an article from the Internet, you must have the author, where and when the article was published, and a copy of the entire article.

Current Event:
You will select a current event item form a newspaper, magazine, television, radio, etc that is relevant to this class. It must be about the socio-emotional development of the middles school student, advisory, testing, etc. You will report on this news item orally to the class. Also, please write a small summary on a 3x5-notecard to be turned in to the professor.

Partner Advisory Unit:
Prepare an advisory unit for three to four weeks. (Assume that the advisory is a 30-minute period.)
Inside cover page (title of unit, your name, date, level, course number)
Table of Contents
Theme **and** rationale (why the unit is important)
Objectives for each day (purpose, materials, explanation, worksheet if appropriate)
Daily activities. (Using someone's work as your own will result in a failing grade.) (Put your name on *your* lesson plan with source.)
One activity and outline of unit for each class member (may be back to back)
Evaluation tool for students to fill out
A complete, detailed bibliography page of **all** sources
Partner – Possible Advisory Unit Themes:

- character education goal setting test taking skills
- organizing myself self esteem anti-drug/tobacco/alcohol
- personal health relationships conflict resolution
- my parents and me planning for the future what is a friend?
- knowing myself wellness
- entering the dating game--boy/girl relationships
- the big move--adjusting to a new town, school, and new people

Video Reactions:
Type a one-half to one page *reaction* to each video telling what you saw in the video, how this could be helpful in your classroom, and your general overall critique of the video. (Video reviews are due the next class day after viewing the video.)

Chapter Outline:
Students will create an outline of selected chapters of the textbook. Students will present the outline in a short presentation. Each student will be given a copy of the outline. (10 points)

Problem Paper:
Use the APA Manual, 5th Edition as a source. Your paper should be a minimum of 8 pages long. You need to have the following in your paper. Put the paper in a notebook.

a. Design a Title page (title of paper, course number, your name, date, instructor's name) the title page should be inside the notebook. (5)
b. Introduction of the problem (10)
c. Research findings---keep personal comments out of your writing (25)
d. Discussion of findings and conclusions (15)
e. Bibliography with a minimum of 10 sources. The sources should be within the last ten years. Only five may be Internet sources. Internet sources must have an author, periodical/book name, publisher, date published. (10)
f. Use of APA (10)
g. Use of grammar/spelling throughout the paper (8 pages minimum) (10)
h. Present in class using Power Point. (This is the time for personal comments.) Limit presentation to 15 minutes. (15)
i. For assistance with APA style, check out this web site: http://landmark-project.com/citation_machine

(There is the possibility of a partner research paper considering the size of the class. – see professor for details)

TOPICS RELATING TO THE MIDDLE SCHOOL CHILD OR THE MIDDLE SCHOOL

Possible Problem Paper Topics as it relates to the Middle School Child:

1. alcoholism
2. pregnancy
3. anorexia/bulimia
4. divorce/one parent families
5. violence in the school
6. suicide in adolescents
7. self esteem
8. drugs
9. gangs/teen cults
10. obesity
11. smoking
12. achievement
13. transition to high school/career choices
14. nutrition needs as a parent
15. exercise
16. sexually transmitted diseases (STD's)
17. charter school/Edison schools
18.impact of poverty
19.ESL/MS
20.cell phones
21. teen cults
22. abuse
23. latch key kids
24. sexual harassment (teacher, peers)
25. inhalants
26. physical violence (dating)
27. fitting in
28. parental pressure
29. technology concerns
30. motivating middle school students
31. cliques
32. peer counseling
33. relating to the middle school student's
34. school uniforms
35. year-round schools
36. competitive sports in middle school-good or bad?
37. gay/lesbian (students/parents)
38. severe health related issues
39. Sp.Ed in MS and fitting in
40.Raised by someone other than parent

Problem Paper-Abstract/Reference Handout:
In addition to the research paper, you will need to prepare a handout for each class member. The handout will have an abstract of the topic and a complete list of the sources.

Problem Paper Poster/Powerpoint (or creative) Presentation:
You are to present your problem paper in a poster (or other creative way) session at the end of the semester.

COURSE OUTLINE

Tentative Schedule

Week One:	Syllabus, etc. Sign-up for article review and problem paper Rationale for a New School in the Middle Today's Preadolescent Leaner Effective Organizational Structures Organizing the Middle School Curriculum Presentations Advisory Activity
Week Two:	Heterogeneous/homogeneous grouping Classroom Teaching Instructional Materials and New Technologies Exploratory/Academic Enrichment Advisory Unit work Presentations Advisory Activity
Week Three:	The Full Service Middle School Video: *Educating Peter* Video: *Graduating Peter* Professional Development of Teachers Defining and Evaluating the Modern Middle School Presentations Advisory Unit work
Week Four:	Video: *Transitions* Part III – Chapter 6 – Adolescents and Their Families Chapter 7 – Peers Chapter 8 – Intimacy Chapter 9 – Adolescent Sexuality Part IV – Chapter 10 – Schooling, Education, and Society Presentations Advisory Activity
Week Five:	Video: *The Lost Children of Rockdale County* Chapter 11 – Work and Leisure Chapter 12 – Culture and Diversity Part V – Chapter 13 – Adolescent Problems Chapter 14 – Stress, Coping, and Well-Being Review for test Presentations Advisory Activity Test
Week Six:	Presentation of Advisory Units Poster Session of Problem Papers Final Exam

The professor reserves the right to change the syllabus during the semester with notification to all class members.

MLE 4760 References:

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